

## L B Nelson Elementary

225 North Brickyard Road  
Columbia, South Carolina 29223

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	608 Students	
<b>Principal</b>	Martha Roberts	803-736-8730
<b>Superintendent</b>	Stephen W. Hefner, Ed.D.	803-738-3236
<b>Board Chair</b>	William Flemming, Jr., DMD	803-736-0015

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	46	19	0	0

### IMPROVEMENT RATING

AVERAGE

### ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Excellent	N/A
<b>2003</b>	Good	Below Average	Yes
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Good	Average	Yes

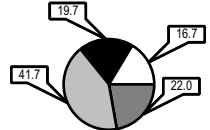
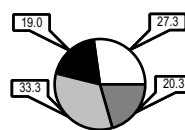
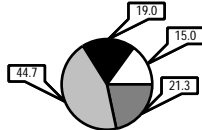
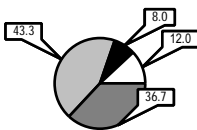
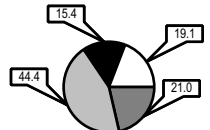
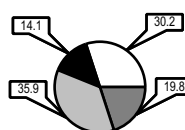
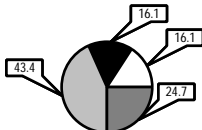
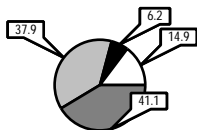
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	316	99.4	11.4	43.6	36.9	8.1	56.7	Yes	Yes
<b>Gender</b>									
Male	168	98.8	15.4	50.0	28.2	6.4	42.3		
Female	148	100.0	7.0	36.6	46.5	9.9	72.5		
<b>Racial/Ethnic Group</b>									
White	121	100.0	5.2	28.7	50.4	15.7	71.3	Yes	Yes
African American	179	98.9	16.8	53.9	26.3	3.0	46.7	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	288	99.3	10.3	43.8	37.1	8.8	58.5		
Disabled	28	100.0	23.1	42.3	34.6	0.0	38.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	316	99.4	11.4	43.6	36.9	8.1	56.7		
<b>English Proficiency</b>									
Limited English Proficient	10	100.0	0.0	70.0	30.0	0.0	30.0	I/S	I/S
Non-Limited English Proficient	306	99.4	11.8	42.7	37.2	8.3	57.6		
<b>Socio-Economic Status</b>									
Subsidized meals	121	99.2	21.1	54.4	21.9	2.6	37.7	Yes	Yes
Full-pay meals	195	99.5	5.4	37.0	46.2	11.4	68.5		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	316	100.0	15.0	44.7	21.3	19.0	58.7	Yes	Yes
<b>Gender</b>									
Male	168	100.0	15.8	47.5	17.7	19.0	57.0		
Female	148	100.0	14.1	41.5	25.4	19.0	60.6		
<b>Racial/Ethnic Group</b>									
White	121	100.0	5.2	35.7	24.3	34.8	77.4	Yes	Yes
African American	179	100.0	21.9	52.1	18.3	7.7	45.6	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	288	100.0	12.8	45.3	21.5	20.4	60.9		
Disabled	28	100.0	38.5	38.5	19.2	3.8	34.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	316	100.0	15.0	44.7	21.3	19.0	58.7		
<b>English Proficiency</b>									
Limited English Proficient	10	100.0	20.0	50.0	30.0	0.0	40.0	I/S	I/S
Non-Limited English Proficient	306	100.0	14.8	44.5	21.0	19.7	59.3		
<b>Socio-Economic Status</b>									
Subsidized meals	121	100.0	28.7	46.1	14.8	10.4	36.5	Yes	Yes
Full-pay meals	195	100.0	6.5	43.8	25.4	24.3	72.4		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	315	100.0	27.1	33.4	20.4	19.1	39.5
<b>Gender</b>							
Male	167	100.0	30.6	33.8	15.9	19.7	35.7
Female	148	100.0	23.2	33.1	25.4	18.3	43.7
<b>Racial/Ethnic Group</b>							
White	121	100.0	12.2	27.8	24.3	35.7	60.0
African American	178	100.0	35.7	39.3	17.3	7.7	25.0
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	287	100.0	24.2	34.4	21.6	19.8	41.4
Disabled	28	100.0	57.7	23.1	7.7	11.5	19.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	315	100.0	27.1	33.4	20.4	19.1	39.5
<b>English Proficiency</b>							
Limited English Proficient	10	100.0	70.0	20.0	10.0	0.0	10.0
Non-Limited English Proficient	305	100.0	25.6	33.9	20.8	19.7	40.5
<b>Socio-Economic Status</b>							
Subsidized meals	121	100.0	45.2	30.4	17.4	7.0	24.3
Full-pay meals	194	100.0	15.8	35.3	22.3	26.6	48.9

<b>Social Studies</b>							
All Students	315	100.0	16.4	41.8	22.1	19.7	41.8
<b>Gender</b>							
Male	167	100.0	19.1	40.8	22.3	17.8	40.1
Female	148	100.0	13.4	43.0	21.8	21.8	43.7
<b>Racial/Ethnic Group</b>							
White	121	100.0	5.2	37.4	23.5	33.9	57.4
African American	178	100.0	23.8	46.4	20.8	8.9	29.8
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	287	100.0	14.7	41.4	23.1	20.9	44.0
Disabled	28	100.0	34.6	46.2	11.5	7.7	19.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	315	100.0	16.4	41.8	22.1	19.7	41.8
<b>English Proficiency</b>							
Limited English Proficient	10	100.0	30.0	40.0	20.0	10.0	30.0
Non-Limited English Proficient	305	100.0	15.9	41.9	22.1	20.1	42.2
<b>Socio-Economic Status</b>							
Subsidized meals	121	100.0	30.4	43.5	15.7	10.4	26.1
Full-pay meals	194	100.0	7.6	40.8	26.1	25.5	51.6

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	102	100.0	7.8	34.3	45.1	12.7	57.8
	4	101	100.0	13.9	43.6	39.6	3.0	42.6
	5	126	99.2	20.8	44.8	32.0	2.4	34.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	92	98.9	6.0	27.4	53.6	13.1	66.7
	4	111	99.1	12.0	48.1	33.3	6.5	39.8
	5	113	100.0	15.1	51.9	27.4	5.7	33.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	102	100.0	16.7	51.0	17.6	14.7	32.4
	4	101	100.0	16.8	47.5	14.9	20.8	35.6
	5	126	100.0	18.3	38.1	27.0	16.7	43.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	92	100.0	11.8	56.5	22.4	9.4	31.8
	4	111	100.0	15.6	38.5	25.7	20.2	45.9
	5	113	100.0	17.0	41.5	16.0	25.5	41.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	91	100.0	21.4	38.1	27.4	13.1	40.5
	4	111	100.0	28.4	32.1	17.4	22.0	39.4
	5	113	100.0	30.2	31.1	17.9	20.8	38.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	91	100.0	7.1	42.9	22.6	27.4	50.0
	4	111	100.0	22.0	40.4	23.9	13.8	37.6
	5	113	100.0	17.9	42.5	19.8	19.8	39.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 608)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.2%	Up from 0.8%	2.4%	3.0%
Attendance rate	96.7%	Up from 96.6%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.1%	Down from 5.8%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.9%	Down from 3.3%	2.6%	3.2%
Eligible for gifted and talented	28.7%	Down from 34.7%	18.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.7%	Up from 7.0%	7.7%	8.2%
Older than usual for grade	0.2%	Up from 0.0%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 49)</b>				
Teachers with advanced degrees	63.3%	Up from 61.7%	55.5%	52.6%
Continuing contract teachers	83.7%	Up from 74.5%	84.6%	83.3%
Highly qualified teachers	91.1%	Down from 97.5%	93.6%	93.5%
Teachers with emergency or provisional certificates	2.6%	Down from 5.0%	0.0%	0.0%
Teachers returning from previous year	84.2%	Down from 86.7%	88.4%	87.0%
Teacher attendance rate	94.1%	Down from 95.0%	94.9%	95.0%
Average teacher salary	\$41,808	Up 2.0%	\$42,915	\$41,703
Prof. development days/teacher	8.8 days	Up from 8.6 days	11.7 days	12.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	6.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 16.1 to 1	19.9 to 1	18.8 to 1
Prime instructional time	89.2%	Down from 90.4%	90.4%	89.8%
Dollars spent per pupil*	\$6,792	Up 7.8%	\$5,819	\$6,242
Percent of expenditures for teacher salaries*	66.4%	Down from 67.3%	67.1%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.9%		89.4%	
Highly qualified teachers in high poverty schools	93.8%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Lonnie B.Nelson Elementary School has an extremely motivated and highly trained staff, a top-notch learning facility, parents that continue to strengthen their partnership with the school, and a student body that personifies a "community of learners." This support, accompanied by community and business involvement, allows us to continue our rich tradition of excellence.

Our goals this year have been to increase the use of instructional technology resources in classrooms and to provide ongoing, meaningful and relevant staff development opportunities to all staff members. The technology additions included, but were not limited to, interactive boards placed in every grade level, two mobile wireless labs, software that correlated with the curriculum, alignment of computer lab instruction to grade level, school, district and state standards, classroom computers, sound field systems in every first grade classroom, and researching valid Web sites for student and teacher use during the year. The staff development activities were numerous and included training for staff and parents on a positive approach to behavior management, technology for staff, basic technology use for community members, data analysis information, differentiated instruction, language arts strategies, math manipulative instruction, and planning integrated lessons for all learners.

A unique partnership with Sesquicentennial State Park was created this year and has expanded to future generations of Nelson families and community members. We held our first annual 3K Fun Run / Health Fair this year that included many involved families and citizens. Two staff development training days were spent on the site planning curriculum lessons that extended the classroom to this natural setting. Field studies were taken to Sesqui State Park that involved science, social studies and mathematics instruction, along with an evening of family kite flying.

As we move into the second year of our five year strategic plan, we will continue to focus on providing a positive and challenging learning environment for every student. We will build on our strengths, remain vigilant to our challenges, and never lower the expectations of excellence that is synonymous with Lonnie B.Nelson Elementary School.

Our school continues to utilize its incredible assets in meeting the challenges of the future. We embrace the involvement of caring families and community members to join in our quest to educate each child in a classroom that is led by an exceptional and caring teacher. I look forward to the continuation of the rich tradition of excellence that defines Lonnie B. Nelson Elementary School.

Martha Roberts, Principal  
Amy Tolar, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	42	107	79
Percent satisfied with learning environment	100.0%	88.1%	87.0%
Percent satisfied with social and physical environment	97.6%	87.4%	89.9%
Percent satisfied with school-home relations	97.6%	92.2%	73.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.